

Muskegon Heights High School
Muskegon Heights School District

Redesign Plan

October 18, 2010

MISSION STATEMENT

The Muskegon Heights High School Community will provide a learning atmosphere which promotes continuous improvement toward excellence in educational achievement. As lifelong learners, Muskegon Heights High School students will possess the positive behaviors and attitudes essential to successfully navigate through life.

The Muskegon Heights community is rich in tradition, family values, and school pride. As we work to implement our Transformation plan for continuous improvement and student success, it is our hope to continue to maintain those attributes as we prepare our students for the future. Our staff has committed to the Muskegon Heights High School Transformation model in the following ways:

To create and support a culture that fosters high standards of ethics and integrity

- Lead by example, exhibiting high ethics, moral leadership and a strong belief that all children can learn, regardless of gender, race, ethnicity, color, sexual orientation, religion, socio-economic status or perceived ability
- Honestly assess own strengths and development needs and set personal objectives for improvement
- Demonstrate commitment to the long-term success of the school ahead of personal gain or ambition

Setting and communicating high standards for staff and students is the vehicle for creating a culture of achievement. We know that schools that establish high standards, provide quality instruction, and focus on student mastery have high rates of academic success.

That is our focus and our passion. We intend to strive every day to help every student be successful. We cannot do less.

We are appreciative for the opportunity to submit our application for the redesign plan and school improvement grant. Thank you for your time and consideration.



LEA Application SIG GRANT--LEA Application
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Muskegon Heights Public Schools	Applicant's Mailing Address: 2603 Leahy Street Muskegon Heights MI 49444
LEA Contact for the School Improvement Grant Name: Kathryn Curry Position and Office: Principal of Muskegon Heights High School Contact's Mailing Address: 2441 Sanford Street, Muskegon Heights MI 49444 Telephone: 231-830-3701 Fax: 231-830-3534 Email address: currkath@mhpsnet.org	
LEA School Superintendent/Director (Printed Name): Dr. Dana Bryant	Telephone: 231-830-3221
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name): Avery Burrell	Telephone:
Signature of the LEA Board President: X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

i District Name: Muskegon
s Public Schools
ISD/RESA Name:
Muskegon Area
Intermediate School District

District Code: 61- 020
ISD Code: 61-000

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A, Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☐ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<u>Muskegon Heights High School</u>		<u>X</u>						<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

Muskegon Heights High School has a systemic plan for continuous analysis and review of data including: MEAP, MME/ACT, classroom formative assessments, and content area common assessments. The high school staff has used the Modern Red Schoolhouse protocol to assist with restructuring. Mrs. Linda Edwards, the Modern Red facilitator, worked closely with the high school staff to develop structural and systemic processes for increasing student mastery. This systemic approach of data use provides evidence for instructional decisions and improving our ability to meet individual student learning needs. As we work toward continuous improvement, our staff is learning and building capacity using the following data use process:

- Use data in an ongoing cycle of instructional improvement
 - a. Collecting varied student learning data
 - b. Interpreting data and development of plan to improve student mastery
 - c. Adapt/modify instruction using plan for increasing student achievement
- Routinely teach students to examine their individual data and formulate learning goals
 - a. Clear expectations and assessment rubrics
 - b. Timely/immediate feedback (specific & constructive)
 - c. Provide resources for improvement
- Develop a vision/procedure for universal school-wide use of data
 - a. MHHS data team established
 - b. Data rubric/plan
 - c. Build team capacity to provide data leadership and training.
- Continue development of a data driven culture
 - a. Collaborate in weekly professional learning communities
 - b. Ongoing professional development in data analysis and review.

Our ELA and Math Instructional Coaches developed an assessment tool used to assess the skill levels of incoming ninth graders in reading, writing, and math for our incoming ninth graders. This high school generated pre-assessment data was used to determine students' schedules in math and ELA. This data was also the basis for placing students in the newly implemented extended learning (double blocks) for ELA and math courses. Other data sources included MEAP, student grades, and teacher recommendations.

Muskegon Heights High School has built a series of supportive resources to meet the needs of all students through: co-teaching model, before and after school tutoring, individualized plans, student intervention team referrals, academic support classes, and accelerated learning experiences. All students and staff will greatly benefit from our instructional coaches providing training for teachers in all core content areas.

The district and building leadership carefully considered the four intervention models and examined the pros and cons of each one. After much discussion and review of current and past data, the transformation model was selected as the most appropriate model for the high school.

The reasons for this choice include:

- An interim principal had been in-place during the 2009/2010 school year, and hiring a replacement skilled in instructional and organizational leadership met the criteria for hiring a new principal. This goal was accomplished with the May 2010 hiring of Mrs. Kathryn Curry, who has turn-around experience.
- The building has a strong mixture of newer and more experienced teachers willing and anxious to improve student achievement. With staff commitment and strong building leadership, the transformation model was the logical choice.
- Third, structures and procedures have been put in place to support the focus on increasing staff capacity to improve student achievement.
- The building has strong leadership and support from the Muskegon Area Intermediate School District to assist the high school in increasing student achievement through building staff capacity and efficacy.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

- The Muskegon Heights Public Schools curriculum office works closely with the high school to support the alignment of the curriculum with the MME, and to ensure that the written curriculum is the taught curriculum.
- The district strongly supported the development of curriculum maps to align the written and taught curriculum for all high school teachers.
- Working toward the development of common assessments and better use of data to make informed decisions about instruction has been supported through professional development opportunities.
- Professional development, based on the high school's school improvement plan, has been embraced by the curriculum office. This high school specific

professional development has afforded the staff the opportunity to engage in deliberate, focused, instructional growth aligned to our school improvement goals and objectives.

- To increase data for the high school, the IOWA test was added for 9th and 10th graders. This gives the high school continuous data for grades 9 through 12.
- In order to broaden the scope of services/resources to our students, Muskegon Heights High School has transitioned from a Title I targeted assistant building to being a Title I school-wide building which allows the high school to serve more students.

If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

2. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

Select external providers from the state's list of preferred providers;

Muskegon Heights High School has been fortunate to work closely with both the Muskegon Area Intermediate School District and the Michigan Principals Fellowship. After careful consideration, it was determined that both organizations brought specific strengths to the transformation efforts at the high school.

- *Muskegon Area Intermediate School District*
 - The high school works closely with staff from Muskegon Area Intermediate School District (MAISD) and plans to continue that partnership as our external provider.
 - Staff at Muskegon Area ISD (MAISD) has demonstrated they possess the capacity to support MHHS in the areas of continuous school improvement, job-embedded, on-going professional development, leadership coaching, coordination of consulting services, and managing the county-wide data warehouse.
 - The Instructional Services department staff has proven expertise in all core content areas, instructional best practices, and current educational research.

- *The Michigan Principals Fellowship*
 - The high school has participated with the Michigan Principals Fellowship for the past four years and has gained knowledge in building instructional cohesion, the use of data to inform instruction, protocols for building professional learning communities, and utilizing resources to assist us in professional development.

Align other resources with the interventions;

The Transformation Plan presented in this application incorporates many existing school and district resources that will support this implementation. For example, the existing administrators including the turnaround specialist hired in spring, 2010 to lead the building will continue to build on leadership initiatives begun in the spring and summer. Those initiatives are an integral part of this proposed plan. Other resources include support from the curriculum and technology departments, integration of funding sources including general funds, Title I and Title II for instructional support and professional development.

Muskegon Area ISD resources will continue to support the change initiatives at MHHS, through: professional development around data-driven decision-making, implementation of Response to Intervention, curriculum mapping, formative assessment, adolescent literacy, etc. These existing resources are considered an essential component for scaffolding implementation of the Transformation Plan.

- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. See Attachment VI
- Sustain the reforms after the funding period ends.
 - The focus of this grant, beyond increasing student achievement and attendance is to build the capacity of the building leadership, staff members, and parents to sustain the changes made during the grant period.
 - The majority of grant dollars will be used to provide ongoing, job embedded, professional development in a number of ways including continuing the development of our professional learning communities (PLC's) by department and building-wide.
 - Our ELA and Math instructional coaches facilitate the PLC's and assist teachers in improving instruction, assessments, use of data, and build teachers' skills in working as a professional learning community.
 - In addition to retaining our ELA and Math instructional coaches, our goal is to include instructional coaches in Science and Social Studies through grant dollars if approved.
 - Through instructional coaching, in all core content areas, all teachers will build capacity in focused lesson delivery, interpretation of data, and adapting instruction to increase student achievement.
 - These skills can be maintained and deepened after the grant period. The on-going staff development is designed to build the capacity and the confidence of the staff in improving student achievement and student motivation.
 - Muskegon Area ISD resources will continue to support the focus on institutionalizing the desired changes after the grant period through; professional development around data-driven decision-making, implementing and maintaining the Response to Intervention model, curriculum mapping, formative assessment, instructional research/best practices.
 - Another aspect of sustainability comes from the planning to implement a family resource center at the high school. This will provide on-going support for students' mental, emotional, academic, and physical needs.

Timeline for the Redesign Plan

Focus	Date	Action Steps	Audience
Culture of teacher learning and self-efficacy	September 2010	Muskegon ISD three year assessment training focused on formative classroom assessments	<ul style="list-style-type: none"> Identified teachers from each department
Culture of teacher learning and self-efficacy	September 2010	Introduce/implement school theme and student and staff expectations	<ul style="list-style-type: none"> All staff and students
Culture of teacher learning and self-efficacy	September 2010	Implement new staff and student handbooks	<ul style="list-style-type: none"> All staff and students
Culture of teacher learning and self-efficacy	September 2010	Weekly department professional learning community meetings to examine data, problem solve instructional issues, model lessons, co-construct lessons, and study research/best practices	<ul style="list-style-type: none"> Teachers Instructional coaches
Culture of teacher learning and self-efficacy	November 2010	Monthly departmental learning walks lead by the principal and instructional coaches with debriefing sessions to follow	<ul style="list-style-type: none"> Staff in each department Principal Instructional coaches
Culture of teacher learning and self-efficacy	January 2011	Continued training in FUSION reading strategies for ELA staff	<ul style="list-style-type: none"> ELA teachers ELA Instructional Coach
Culture of teacher learning and self-efficacy	March 2011 – August 2013	Series on RTI for Secondary Teachers with Mark Shinn	<ul style="list-style-type: none"> All teachers Instructional Coaches Principal Guidance Counselors
Culture of teacher learning and self-efficacy	August 2011 – May 2012	Muskegon Area ISD series on formative assessment	<ul style="list-style-type: none"> Teachers from each department
Culture of teacher learning and self-efficacy	August 2012 – May 2013	Muskegon Area ISD series on formative assessment	<ul style="list-style-type: none"> Teachers from each department

Student re-engagement	September 2010	Student attendance and tardies are being reviewed weekly and calls and visits are made.	<ul style="list-style-type: none"> Dropout Prevention Specialist Absent and tardy students
Student re-engagement	September 2010	Implement double block classes deficient in math and ELA	<ul style="list-style-type: none"> Low achieving students in math and ELA
Student re-engagement	September 2010	Implement Student Intervention and Dropout Prevention Teams focused on providing timely and critical support for students with academic or emotional needs	<ul style="list-style-type: none"> General education social worker Dropout Prevention Specialist Guidance Counselors Principal Assistant Principal Students referred by staff
Student re-engagement	September 2010	Introduce/implement new attendance and tardy process	<ul style="list-style-type: none"> Absent and tardy students Parents Dropout Prevention Specialist Dropout Prevention Team
Student re-engagement	July 2010	Expand Implementation of E2020 lab to expand student learning opportunities	<ul style="list-style-type: none"> Credit recovery and accelerated students
Student success	October 2010	After School Learning Options for credit recovery and accelerated learning	<ul style="list-style-type: none"> Students needing credit recovery and accelerated learning ELA, Math, Science, and Social Studies teachers

Student success	March 2011	Technology pioneers to use technology tools to support increased student achievement	<ul style="list-style-type: none"> • 10 teacher volunteers to be Technology Pioneers
Student Success	June – August 2011	Academic Summer School for credit recovery and accelerated learning	<ul style="list-style-type: none"> • Summer School teachers • Students needing credits or wanting accelerated learning
Student Success	June – August 2012	Academic Summer School for credit recovery and accelerated learning	<ul style="list-style-type: none"> • Summer School teachers • Students needing credits or wanting accelerated learning
Student Success	June – August 2013	Academic Summer School for credit recovery and accelerated learning	<ul style="list-style-type: none"> • Summer School teachers • Students needing credits or wanting accelerated learning
Family and community partnerships	February 2011	Planning for student support through the Department of Human Services	<ul style="list-style-type: none"> • Principal • Leadership Coach • Guidance Counselor
Family and community partnerships	October 2010 – May 2013	Parent workshops and trainings	<ul style="list-style-type: none"> • Parents • Staff
Family and community partnerships	August 2011	Two mental health workers serve high school students	<ul style="list-style-type: none"> • Students
Family and Community Partnerships	August 2012	School nurse serves high school students	<ul style="list-style-type: none"> • Students

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

- All Muskegon Heights High School students will be proficient in reading. To be demonstrated by a 30% increase each year in the number of students who earn combined ELA levels 1 and 2 and at least a 30% decrease each year in students who are at level 4.
- All Muskegon Heights High School students will be proficient in writing. To be demonstrated by a 30% increase each year in the number of students who earn combined ELA levels 1 and 2 and a 30% decrease each year in students who are at level 4.
- All Muskegon Heights High School students will be proficient in mathematics. To be demonstrated by a 30% increase each year in the number of students who earn Levels 1 and 2 as well as a 30% decrease each year in students who are at level 4.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold Accountable its Tier III schools that receive school improvement funds. (No response Needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, Parents, community leaders, business leaders, etc.) regarding the LEA's application and Implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.
 - The School Leadership Team, representing all departments, has been the key group involved in determining the school improvement goals and advising the types of changes necessary for students to be more successful.
 - The parent liaison is a team member and is a critical component in this process.
 - On May 14, in an all day workshop facilitated by the new principal, staff reviewed the student data, examined the research on turning around failing schools, and proposed a series of steps to improve student achievement and increased attendance. This session also provided staff with the blue print/vision for our continuous improvement plan. This session included all staff, including teacher aides, behavioral support staff, the parent liaison and the instructional coaches.
 - The new principal has spent a great deal of time talking with students, parents, and community members about the concerns at the high school and the steps that must be taken to impact and increase student achievement and attendance.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and,

in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS – Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term “weapon” means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.

4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	1098
Student Data	
Dropout rate	7.38%
Student attendance rate	92%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	0
Number and percentage enrolled in college from most recent graduating class	38 students 40% of the graduating class
Student Connection/School Climate	
Number of disciplinary incidents	510
Number of students involved in disciplinary incidents	147
Number of truant students	124
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	25 teachers satisfactory
Teacher Attendance Rate	88.1%

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Muskegon Heights Senior High School	District Name and Code Muskegon Heights Public Schools
Model for change to be implemented: Transformation Model	

School Mailing Address: 2441 Sanford Street Muskegon Heights MI 49444	
Contact for the School Improvement Grant: Name: Kathryn Curry Position: High School Principal Contact's Mailing Address: 2441 Sanford Street, Muskegon Heights MI 49444 Telephone: (231) 830-3701 Fax: (231) 830-3534 Email address: currkath@mhpsnet.org	
Principal (Printed Name): Kathryn J. Curry	Telephone: 231/830-3701
Signature of Principal: X _____	Date:
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

All the sub-groups within Muskegon Heights High School are performing at very low levels. The data in the school's Comprehensive Needs Assessment shows that the students have consistently performed at low levels over the past years.

Whether looking at the majority population, which is black, students with disabilities, or gender, the scores are extremely low in reading, writing, and math. This is reflected in classroom data from math and ELA classrooms, student grades, common final assessments, MEAP, MME/ACT, and the IOWA Test of Basic Skills.

All our data provides a clear indication that our students lack basic mathematics, reading, and writing skills.

To address this need, building Title I funds have provided Title I Guided Academic teachers in math and ELA. The two teachers work directly with classroom teachers to identify the needed students and create a system of support to address their areas of weakness in math and/or ELA. The students in the reading classes work with the FUSION program from the University of Kansas Strategic Instruction Model.

This program focuses on developing specific strategies to assist students with vocabulary and comprehension skills. This program was implemented during the second semester of the 2009–2010 school year. The initial data indicates students increased their comprehension skills and began to see themselves as readers.

Title I also provides for summer and after school programs to assist students who are low achievers in math, reading, and writing.

During the second semester instructional coaches were hired to work with teachers in both ELA and Math. These coaches assisted teachers in assessing their data to determine which research based best practices would assist the students in mastering basic skills. The coaches worked with teachers during the summer and are continuing their work to enhance classroom instruction this.

After looking at the research and assessing the needs of our students, there is a strong interest in implementing a more intensive Response to Intervention model at the high school. This would provide a systemic building wide approach to meeting the needs of all students.

If approved, Mark Shinn, a national RTI Secondary School trainer will be contracted to develop a series of job-embedded staff development trainings for the entire staff. This will build staff capacity to effectively impact student needs in a timely and effective manner. "To implement RTI successfully, a number of essential components are required...the careful coordination of instruction, intervention, and assessment procedures, to include scientifically supported practice and high-quality instruction in general education classrooms." Mellard, Daryl F., PhD. *How RTI Works in Secondary Schools*, 2009

Due to the large number of students who are performing below grade level in reading and writing, Read 180 will provide targeted intense support to low performing students and guided practice for all students. This is a 90 minute program essentially giving students a double block of instruction.

All Muskegon High School students benefit from co-teaching strategies in core content area classes, before and after school tutoring, and homework club.

The data also indicates the students' lack of skills in writing. Therefore, all students are receiving cross curricular targeted guided practice using the John Collins writing strategies. Our John Collins trainer/facilitator is Mark Dressel

The professional learning communities in reading and math will continually be assessing student performance to determine the focus in reading and writing will be consistently assessed to determine student growth and areas of concern. This data will be used by the ELA teachers, the Guided Academic (Title I) reading teacher, the Read 180 instructor, and the ELA instructional coach to determine the effectiveness of the instruction.

The Student Intervention Team and the Dropout Prevention Team meet weekly to develop individualized intervention plans for students who are referred. The plan will be implemented and its effectiveness assessed in terms of were the student's needs addressed, were solutions provided in a timely manner, and were the desired results achieved.

- Extended learning opportunities both traditional & online were offered in summer school. (July and August 2010)
- Leadership Team attended the Drop-Out Prevention Summit (Detroit/August)
- Strategic Scheduling-Double Dose classes/sections (9-12) were developed using student data.

The ELA department and the ELA Instructional Coach meets once a week as a professional learning community to examine classroom data to examine classroom data in reading and writing and determine the most appropriate instructional strategies to help students master reading and writing skills.

Instructional coaches in math, science, and social studies will also be assisting teachers in the use of data, determining appropriate instructional strategies, and modeling best practices.

Muskegon Heights High School Instructional Coaches Expectations

- Plan and facilitate the professional learning community meetings with department
- Participate in biweekly coaches meetings to share strategies, problem solve, review/research best practices, and determine common needs
- Determine focus and lead teachers in monthly learning walks and follow-up debriefing sessions
- Provide individual coaching to teachers in areas of classroom management, data, curriculum development, assessment, and instructional strategies
- Share articles, books, and other pertinent information to encourage on-going professional learning and growth
- Provide weekly professional learning community meeting minutes to the leadership coach and a monthly log of your work
- Participate in professional development opportunities that expand your coaching and content area skills
- Serve as leaders or facilitators at staff meetings when requested to do so

Suggested Readings:

Danielson, Charlotte, Enhancing Professional Practice, A Framework for Teaching, ASCD, 2007.

Allen, J. Becoming a Literacy Leader: Supporting Learning and Change, Stenhouse Publishers, 2006.

Fullan, Michael and Clif St. Germain. Learning Places: A Field Guide for Improving the Context of Schooling, Corwin Press, 2006.

Inrator, S., Scribner, M. Teaching with Fire, Jossey-Bass, 2003.

Marzano, R. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD 2005.

Oakes, J. Lipton, M. Teaching to Change the World, McGraw-Hill, 2006.

York-Barr, Jennifer. Reflective Practice to Improve Schools: An Action Guide for Corwin Press, 2006

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Years 2008 – 2010

Group	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	19	10	7	5	3	3	10	4	1
Race/Ethnicity	26	10	7	9	3	2	14	6	1
Students with Disabilities	<10	11	0	0	0	0	0	0	0
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	20	2	2	9	0	0	11	2	
Female	30	20	10	9	7	4	16	12	
Aggregate Scores	23	10	7	8	3	2	11	2	2
State	62	60		41	43				

Sub Group Non-Academic Analysis

Year: 2009/2010

Group: Black	Number of Students	Number of Absences		Number of Suspension		Number of Truancies	Number of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP	N/A								
Homeless	2								
Migrant	0								
Gender									
Male	206		71		253	83	8		
Female	208		53		146	42			
Totals	414		124		399	124	8		

Sub Group Non-Academic Analysis

Year: 2009/2010

Group	Number of Students	Number of Retentions	Number of Dropouts	Number promoted to next grade	Mobility	
					Entering	Leaving
Black						
SES						
Race/Ethnicity						
Disabilities						
LEP	N/A					
Homeless						
Migrant						
Gender						
Male	206	59	16	147		
Female	208	45	12	163		
Totals	414	104	31	310		

Enrollment and Graduation Data – All Students

Year: 2009/2010

Grade	Number of students	Number of students enrolled in a Young 5's program	Number of students in course/grade acceleration	Early HS graduation	Number of Retentions	Number of Dropout	Number promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	103	N/A	0	0	14		89
10	125	N/A	0	0	50		75
11	99	N/A	0	0	25		74
12	87	N/A	0	0	5		N/A

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009/2010

Number of Students in Building by grade	Number of enrolled in Advanced Placement Classes	Number enrolled in International Baccalaureate Courses	Number of students in Dual Enrollment	Number of students in CTE/Vocational Classes	Number of students who have approved/reviewed EDP on file
6					
7					
8					
9	0	0	0	N/A	
10	0	0	0	N/A	15
11	0	0	0	15	20
12	0	0	0	23	25

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Muskegon Heights High School is in the lowest 5% of Michigan's lowest performing schools. After negative articles in the press, public criticism, and a sense of hopelessness, the Muskegon Heights staff is wholeheartedly ready for change. After choosing the Transformation model, and under the leadership of the new principal, the high school staff has been diligently working toward continuous improvement.

The Plan to Move Forward

- Realign the organization in total support of students
- Focus on strengthening the instructional core
- Build internal capacity to support instruction
- Refocus support services
- Build an aligned professional development program
- Build strong parent and community
- **HOLD ADULTS ACCOUNTABLE**



2. Explain the school's ability to support systemic change required by the model selected.

Leadership and staff at Muskegon Heights High School recognize the need for systemic change in the culture and instructional programs at the school. School staff had begun identifying areas of need based on analysis of data from their comprehensive needs assessment, and had developed goals and strategies to address those needs prior to notification of our inclusion on the Persistently Low Achieving Schools list.

The high school is working closely with Muskegon Area Intermediate School District who has agreed to be the building's external provider. Their staff has committed to provide the kind of training, materials, and support that can be institutionalized at the grant's duration.

The professional development programs are planned to be job-embedded, on-going experiences allowing teachers to learn a skill, practice it, and then reflect on its impact before learning another skill.

The focus on building capacity extends beyond the teachers and extends the building administrators. They will be coached by the leadership coach to develop their capacity to provide instructional, cultural, and policy coherence in the building.

Suggested Readings:

Bloom, Gary, Castagna, Claire, Moir, Ellen and Warren, Betsy, Blended Coaching, Sage, 2005.

Hargrove, Robert. Masterful Coaching. Wiley Press, 2002

DuFour, Richard, Robert E. Eaker, Rebecca DuFour. Raising the Bar and Closing the Gap. 2008

Lambert, Linda. Building Leadership Capacity in Schools. Association for Supervision & Curriculum Development, 1998

Rowley, James B. Becoming a High Performance Mentor: A Guide to Reflection and Action. Corwin Press, 2006

Zachary, Lois J., Creating a Mentoring Culture: The Organization's Guide. Wiley Press 2005

Bloom, Gary, Castagna, Claire, Moir, Ellen and Warren, Betsy, Blended Coaching, Sage, 2005.

Muskegon Heights High School
Foundations for Our Professional Learning Communities

An effective, on-going learning community requires:

- Building capacity
- Providing connectivity
- Developing sustainability
- Continual accountability

A safe and nurturing learning community requires:

- Shared norms
- Appreciation and recognition
- Traditions and rituals
- Caring
- Humor
- Celebration

A learning community that respects each individual requires:

- High expectations for each individual and the team
- Confidence in each individual and the team
- A belief in the worth of each individual

A learning community that is increasing its learning requires:

- Continuous and systematic examination of classroom and building data
- Involvement of the learning community in decision making
- Honest, open, and non-defensive examination of practices and processes

A strong learning community requires:

- Measurable, achievable, and understandable learning targets
- A school improvement plan that is a living document which provides direction and focus
- Staff development based on identified needs
- Measurable, achievable, and understandable results for the team, the principal, and staff

A real learning community is built on:

- Trustworthiness
- Respect
- Fairness
- Caring
- Responsibility
- Citizenship
- A belief that everyone can and does make a difference

Professional Learning Community Expectations

- Develop a common understanding of what it means to be a professional learning community
 - Use data to determine successes, gaps, and needed instructional changes
 - Assess instruction based on the curriculum standards and benchmarks
 - Recognize student work
 - Focus on teaching and learning
 - Align curriculum, instruction, and assessment with the standards and benchmarks
 - Report clearly and frequently how students are progressing toward the desired results
 - Celebrate successes with students, staff, families, and the community
 - Build and sustain relationships with other members of the professional learning community
 - Have continual open and honest dialogue
 - Continue to learn as part of a learning community
 - Model good strategies for working and growing together
3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access). Eleventh graders at MHHS are assessed on the state MME. Student achievement in math, reading, and writing are far below state averages and staff expectations. Achievement levels, overall, have decreased over the past 4 years.
- Percentages of students who scored proficient on MME in reading:

Spring 2010:	7%
Spring 2009:	10%
Spring 2008:	23%
Spring 2007:	16%
 - Percentages of students who scored proficient on MME in Writing:

Spring 2010:	2%
Spring 2009:	3%
Spring 2008:	8%
Spring 2007:	7%

- Percentages of students who scored proficient on MME in Math:
 Spring 2010: 2%
 Spring 2009: 2%
 Spring 2008: 11%
 Spring 2007: 4%

This data reflects a downward trend in proficiency levels.

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Black/11	23	10	7	8	3	2	11	2	2

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Staff and leadership are committed to using data and scientific educational research consistently to guide decision-making when making decisions focused on improving instructional practices and raising student achievement. Resources and documents from the US Department of Education's What Works Clearing House (WWC) are a primary source of guidance and direction for staff in selecting research or evidence-based practices.

For example, student achievement data indicated a high percentage of students are not meeting objectives in language arts. Staff, in collaboration with MAISD staff searched the WWC website for information on adolescent literacy. WWC offers a series of practice guides to assist educators in making informed decisions. Staff studied the Institute for Educational Sciences "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" practice guide. Building upon the five recommendations from the practice guide, staff identified areas of focus for improving literacy instruction in ELA classes and content classes. The MAISD staff and MHHS leadership team then conducted a review of research literature on possible interventions to meet the needs of students performing significantly below grade level that also incorporated the recommendations of the WWC practice guide on adolescent literacy.

Scientific educational research on adolescent literacy conducted by University of Kansas KU Center on Research for Learning has shown improvement in student reading achievement using Strategic Instructional Model and Fusion Reading Program. Scientific research studies have been conducted using treatment groups and control groups to measure effects of intervention. Results of the research are showing students in the treatment groups are making greater gains than students in the control groups. Extensive research has been conducted and is on-going with these materials. A description of Fusion and a summary of the body of research supporting it are available from: "A Short Description of Fusion Reading", 2009. KU-CRL: Hock, Brasseur-Hock-Hock, Deshler, Contact Info: mhock@ku.edu. Downloaded from: <http://www.ksde.org/LinkClick.aspx?fileticket=9zoV0-z64b4%3D&tabid=3763&mid=9930>.

The Strategic Instruction Model and Fusion Reading Program were implemented during the 2009-10 school year at MHHS based on the evidence presented in the research. Trained presenters conducted professional development with the MHHS staff, and a KU-trained instructional coach began working with the staff at the school. The instructional coach has continued to work with the MHHS staff to implement these programs in classrooms.

Research on evidence based practices is also used when planning for professional development in collaboration with MAISD. Consultants are continually scanning current literature and research for indications of how to structure and deliver professional development to have the greatest impact on changed instructional practices and improved student achievement.

One evidence-based practice is instructional and leadership coaching. Professional development can take a number of forms including conferences, workshops, and coaching. MAISD will be partnering with MHHS by facilitating the placement of instructional coaches to support content teachers. Many researchers agree that for professional development to be effective in changing instruction, it must be "on-going and deeply embedded in teachers' classroom work with students." ("Taking the Lead", 2006, Killion, J. & Harrison, C., National Staff Development Council.) The authors describe research by Joyce and Showers (p. 14) which found that when presentation of theory, demonstration and low-risk practice were combined with coaching and other forms of follow-up support, teachers' use of the new instructional strategies increased dramatically.

Other research on instructional coaching cited by Killion and Harrison in "Taking The Lead" indicates improvements in student achievement linked to implementation of instructional coaching in the America's Choice programs, in Boston Public Schools, and in South Carolina as a result of the state's Math and Science Reform Program. University of Kansas has conducted research on the impact of coaching for changing teacher instructional practices. Knight and Cornett, in their research article, "Studying the Impact of Instructional Coaching," state that, "results clearly indicated that teachers who were coached were more likely than teachers who only attended a workshop to use a new teaching practice inside the classroom during the study and after RA's stopped observing." (p. 16). These research results do not directly link to improved student achievement, however, students cannot benefit from improved instructional practices that are never implemented or implemented briefly and abandoned. Evidence from teacher observation and teacher self-reporting indicate instructional coaching to be a promising practice for improving low-achieving schools.

A team of MHHS staff will be working with MAISD consultants through the Formative Assessment Project that was launched this fall. The literature and research on formative assessment support the use of formative assessment to improve achievement levels. Dylan Wiliam and Paul Black have conducted a meta-analysis of 23 research projects on formative assessment. In their article, "Inside the Black Box," (Phi Delta Kappan, October, 1998, p. 139-148) the results are summarized. Results show in addition to significant growth for students overall, the studies indicated using the instructional practice of formative assessment yields even greater gains for the lowest achieving students, thus reducing the gap in achievement scores, making this project particularly important for persistently lowest-achieving schools.

School leadership is committed to the process of using student achievement data for decision-making purposes on a daily basis. The data task force is currently planning for the development of data collection and reporting systems that will be available to all staff for instructional purposes.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

- The Muskegon Heights transformation schedule includes common planning time in all core content subjects. This planning time is also used for weekly PLCs. In departmental learning community sessions, facilitated by the instructional coaches, staff members engage in on-going data reflection/analysis, lesson design, modeling of lessons/strategies, analyzing student work/artifacts, learning walks, student intervention plans, and study of “best practice” research.

Presently, we have ELA and Math Instructional Coaches through our Title I funding. If approved for SIG funding, we would continue those contracts and incorporate instructional coaches for Science and Social Studies.

- Facilitated staff meetings are held bi-monthly with on-going Professional Development which includes varied groupings, collaborative dialogue, and “best practice” research. Topics include: culture change, instructional strategies, positive behavior management, data analysis and review, intervention plans, analyze growth/successes, corrective measures, student and staff motivation, parent engagement, and wrap-around services. To maintain our student achievement centered focus, all general information is communicated via e-mail and the principal’s weekly staff newsletter.
- All professional development is building specific and aligned to the School Improvement Plan and restructure initiatives.
- The building leadership team will meet weekly to analyze data by subject and class. The weekly meetings will give insight on gains, gaps, and trends to address in working toward continuous improvement.
- The school leadership team is involved in the school improvement planning, monitoring, student achievement, professional development, and building-wide initiatives.
- The Student Intervention Team meets weekly to address the students on their roster and report their intervention log results from the previous week. The Student Intervention Team also includes the newly designated Dropout Prevention Team. The Student Intervention and Dropout Prevention Teams’ rosters are updated weekly from referrals.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

- The Title I Parent Liaison a critical component in the involvement of parents at the high school, is a member of the school leadership team and works with parents and community members.
- In October, a parent began volunteering two days per week to assist with parent recruitment and planning of parent meetings and activities.
- Staff at MHHS understands that changing the culture at the school to one of high achievement for all students will result from not just involving parents, the community and outside experts. This systemic change will occur as a result of true collaboration among ALL stakeholders. Members of the Student Intervention Team have been trained in Joyce Epstein's approach to collaborating with parents, and the parent and community collaborative plan is based on Epstein's 6 levels of partnerships with parents.
- The school has a system of two-way communication with parents. School information is communicated via school newsletters, website, mailings, and parent meetings. The high school collaborates with a number of community agencies who assist with the needs of students and their families. Parent input is sought through surveys, focus meetings, and one-on-one interviews with parents and other stakeholders.
- School information is communicated via school newsletters, website, mailings, and parent meetings. The high school collaborates with a number of community agencies who assist with the needs of students and their families.
- Early Warning System/Components (To Date)
 - **June 2010**
 - 9th, 10th, & 11th Grade Meetings/Credit Checks
 - Gave students a clear understanding of their status/plan before summer vacation. Students were also notified of appropriate summer school coursework needed.
 - The goal was to begin changing the culture by having students take a more active role in assessing their progress and set the tone for the 2010/11 restructure plan and expectations.
 - **August 2010**
 - Early Warning system at registration
 - At registration, the schedules of credit deficient students were flagged.
 - All flagged students and parents met with administrators and counselors for clarification of individual plans for the school year.
 - **September 2010**
 - Focus on flagged 10-12 students and 9th graders (identified from M.S.) by our Student Intervention/Drop-out Prevention Team located all "No Show" students and truant students via telephone and home visits.
 - Failure percentages tracked weekly

- **October 2010**
 - Failure Percentage rate tracking continued
 - Academic Warnings/Parent Teacher Conference Letters
 - Academic warnings for students in jeopardy of course failure were included attached to the P/T conference letters.
 - Attendance at P/T conferences at MHHS has been very low in past years and our goal was to increase attendance by communicating the need to attend.
- **October 20, 2010**
 - P/T Conferences/ABC Alerts
 - Attendance**
 - Behavior**
 - Course Failure**
 - Student Intervention Team members will be stationed to meet with students and parents who have demonstrate concern in the ABC's listed above.
- ***We will continue our early warning system for communication to staff, students, and parents in order to provide on-going intervention for ALL our students.***

Suggested Reading:

Tomlinson, C. A., Brimijoin, K., & Narvaez, I. (2008). The differentiated school: Making revolutionary changes in teaching and learning. Alexandria, VA: ASCD.

MUSKEGON HEIGHTS HIGH SCHOOL Title I PARENT INVOLVEMENT PLAN

Muskegon Heights High School will take the following actions to involve parents, teachers, and staff in its Parent Involvement Plan. This plan will establish the expectations for parent involvement with Muskegon Heights High, a Title I School-wide school.

For the benefit of the students Muskegon Heights High School will:

- Annually convene a meeting to which parents are invited. At this meeting, the principal and staff inform the parents of the school's participation in Title I, explain the requirements of Title I and the rights of the parents to be involved in the school. Parents will be informed that they may request opportunities for meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and that the school will respond to any suggestions as soon as possible.
- Hold numerous meetings for parents at flexible times for their convenience. These include, but are not limited to Open House, PSO meetings, Parent-Teacher conferences, Student Intervention meetings, Grade Specific parent meetings, Financial Aid Workshops, and school improvement sessions. Meetings are conducted where parents are involved in an organized, ongoing and timely manner in the planning, review and improvement of the programs for parent involvement.
- Inform parents, in a timely manner, of all information regarding Title I programs and procedures. The school will use Title I funds to pay reasonable and necessary expenses associated with parent involvement activities. Parents will be informed of after school programs such as tutoring, athletic, performances, and sponsored clubs. Parents are informed of these meetings and training sessions through the monthly newsletter, PSO meetings, and building calendar or the school's website. (www.mhpsnet.org/high)
- Provide parents with a description and explanation of the curriculum in use at the school as well as forms of academic assessments used to measure progress and proficiency levels. Muskegon Heights High School will use a wide variety of strategies to educate diverse learners. This is done through monthly newsletters, Open House, PSO meetings, parent trainings, Parent-Teacher conferences and the school's website. (www.mhpsnet.org/high)
- Provide time for parents to meet with teachers and to participate in decisions relating to the education of their children through fall, winter, and Spring Parent-Teacher conferences and by appointment when needed.
- Give parents reasonable access to staff, opportunities to volunteer, participate and observe in their child's classroom. Access to staff will be encouraged by providing each staff person with an email address and telephone.
- Jointly with parents develop and maintain a school Parent-Student-Teacher compact. This written compact outlines how parents, school staff and students share the responsibility for improving student academic achievement and that school and parents will partner to help students achieve high standards. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. The school Parent-Student-Teacher compact describes ways in which each parent will be

responsible for supporting their child(ren)'s learning and participating in decisions relating to the education of their child(ren).

- Ensure that staff and administration make themselves available to assist parents in understanding such topics as academic standards, state and local assessments, how to monitor their child's progress, how they can work with the school to improve academic achievement and the requirements and benefits of parent involvement.
- Provide materials and training to parents to help parents work with their children to improve the child's achievement. Materials will be provided through monthly parent nights as well as newsletters sent home to parents.
- Provide full opportunities for the participation of English as Second Language (ESL) families and disabilities to the extent possible. The school has two full time staff capable of translating written and spoken language and participating with families at all events and programs.
- Distribute this written Muskegon Heights High School Parent Involvement Plan to all parents of students at Muskegon Heights High School in an understandable format and in a language parents can understand. It has been placed on the school's website (www.mhpsnet.org/high) making it available to the community. This plan will be periodically updated to meet the changing needs of parents and the school. If you have any questions or comments about this plan, please contact the school at (231) 830-3700.
- School information is communicated via school newsletters, website, radio announcements, mailings, and parent meetings. The high school collaborates with a number of community agencies who assist with the needs of students and their families.

**MUSKEGON HEIGHTS HIGH SCHOOL
Title I PARENT ENGAGEMENT PLAN**

Title I Requirements	Activities and Strategies	Participants	Time/Date	Evidence of Compliance
Convene an annual orientation to inform families about Title I, their rights, programs offered for student and parent involvement.	Invite all students and parents to attend orientation	Curriculum Director State/Federal Programs Principal Parents/Families Teachers/Staff	August	Letter of Invitation Attendance Sheet
Convene an annual meeting to inform families about Title I and their rights.	Invite all Title I families to attend the annual meeting.	Curriculum Director State/Federal Programs Principal Title I Teacher Parents/Families Teachers/Staff	Open House in the Fall (September) PSO Meeting (September)	Letter of Invitation Attendance Sheet
Offer a flexible number of meetings.	Use information from parent surveys to plan topics, days and times for meetings.	Principal Title I Teacher Parent/Families Teachers/Staff Community Leaders	As determined by parents' survey or as needed.	Letter of Invitation Parent Survey w/Results Attendance Sheets
Involve families in an organized and timely way in planning, reviewing and improvement of Title I Parent Engagement Plan and Schoolwide	Ask families to evaluate Parent Engagement Plan activities. Have families evaluate Title I Program.	Curriculum Director State/Federal Programs Principal	Open House in the Fall (September) End of the School Year	Copies of Survey Copies of Evaluation Forms Attendance

Plan.		Title I Teacher Parents/Families Teachers/Staff	(May) As needed	Sheet
1. Provide families timely information about programs.	Give timely notice of parent involvement activities	Curriculum Director	As needed	Notices/Fliers sent to parents/families
2. Provide families a description and explanation of school's curriculum.	Teachers will discuss with parents curriculum goals during Parent-Teacher conferences.	State/Federal Programs Principal Title I Teacher Title I Aides Teachers	October January April	Letter of Invitation Notices sent to parents
3. Provide forms of assessments used to measure progress.	Send to parents information about standardized test scores, progress reports, and report cards	Parents/Families Community Leaders	Each marking period	Attendance sheets Documentation
4. Provide proficiency levels students are expected to meet.				
5. Provide timely responses to parents' suggestions.	Timely responses to parents'/families' questions and concerns		As needed	

Title I Requirements	Activities and Strategies	Participants	Time/Date	Evidence of Compliance
Provide Parent-Teacher Conferences during which the compact is discussed as it relates to the individual child's achievement.	Discuss Title I compact at Fall, Winter, and Spring Conferences.	Curriculum Director Principal Title I Teacher Teachers Parents/Families	October January April or As needed	Letter of Invitation Schedule of Conference Times Notices/Fliers Sing In Sheets
Provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	Provide parents with teacher's email address Periodic Title I newsletter informing parents of the school's policy and procedures for classroom observations	Principal Title I Teacher Teachers Parents/Families	Open House Parent trainings Parent-Teacher Conferences	Fliers/Notices Copy of teacher's email records Documentation
Provide assistance to parents on how to monitor their child's progress. Help parents learn how to work with teachers to improve the performance of their child(ren).	Provide trainings and information on how to monitor a child's progress in teacher/monthly newsletters and workshop trainings. Give parents information about how to access	Curriculum Director Principal Title I Teacher Teachers Parents/Families	Open House Parent trainings Parent-Teacher Conferences	Monthly Newsletters Fliers Agendas Attendance sheets Letter providing website addresses for school and other sites
Help parents learn how to participate in decisions relating to the education of their children.	Invite parents to Parent Involvement activities/trainings Develop/purchase parent information	Principal Title I Teacher Parent/Families Teachers/Staff	Open House Monthly Parent Involvement trainings/activities	Fliers/Notices Copies of Parent Information Brochures

	brochures/newsletters	Community Leaders		
Ensure that all information provided for parents are helpful and relevant for their child(ren)	Invite parents to attend grade level specific parent involvement and information workshops	Principal Title I Teacher Teachers Counselors	September October November December As needed	Letter of Invitation Notices sent to parents Attendance sheets
Ensure that information related to school, parent programs, meetings, etc., are sent to parents in a format and language they can understand. Provide full opportunities to ESL parents/families and parents with disabilities.	Include all written correspondence to parents/families in the English language and translated in Spanish. Include disability or special needs statements on letters home.	Principal Title I Teacher Teachers ESL Aide	As needed	Copies of notices and correspondence sent home

SECTION III: PROPOSED ACTIVITIES

Describe the proposed activities that address the required the US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

The activities that MHHS has initiated and proposed address the required components for the school reform plan centered on four major themes. These themes are:

- Creating a school-wide culture of professional learning and instructional excellence in which all staff value and believe in the efficacy of themselves and their students.
- Developing systems for dropout prevention and student re-engagement including an early warning system to identify and support students at risk for dropping out, systems to improve attendance, student motivation, classroom management and school wide positive behavior supports.
- Creating systemic, tiered, excellent instruction, and interventions that ensure high levels of academic and behavioral success for all students in all core subject areas.
- Building and strengthening meaningful family and community partnerships to assist in providing supports to ensure academic and social success leading to college and career readiness for all students.

Focus 1: Creating a school-wide culture of professional learning and instructional excellence in which all staff value and believe in the efficacy of themselves and their students.

The major push for Focus 1 is establishing professional learning communities for all school staff. According to literature from the Center for Comprehensive School Reform and Improvement website, Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to reculturing (Louis, 2006). A PLC is an ongoing process used to establish a school wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teacher teams that focus on improving student learning (Rentfro, 2007). Teachers are also working with students in collaborative learning communities.

Focus 2: Developing systems for dropout prevention and student re-engagement including an early warning system to identify and support students at risk for dropping out, systems to improve attendance, student motivation, classroom management, and school wide positive behavior supports.

The primary focus for this area is on establishing schoolwide systems that identify students at risk for dropping out of school, as identified by established risk factors, and put supports in place to re-engage these students in the academic life of the school and ensure graduation. According to the National Governors' Association, the United States is facing a dropout crisis with far reaching consequences. More than a fifth of the U.S. population ages 18-24 have neither a high school diploma nor a GED. Students from low-income families drop out at six times the rate of those from high-income families. We believe student re-engagement strategies are an integral, imperative part of this plan. Strategies will include improving classroom management

to create a more responsive classroom environment and schoolwide positive behavior supports.

Focus 3: Creating systemic, tiered, excellent instruction and interventions that ensure high levels of academic and social success for all students in all core subject areas.

The goal for this focus area will be on establishing rigorous curriculum, high quality universal instruction and tiered interventions, and assessment systems that provide continuous data to inform teaching and learning. A rigorous curriculum is the bedrock of learning, creating a learning environment in which educators maintain high expectations for all learners regardless of the challenges teachers and learners bring to the learning experience. This area encompasses establishing clear learning targets, planning excellent, rigorous and relevant instruction, the use of authentic assessments, both formative and summative along with a commitment to data-driven decision-making.

Focus 4: Building and strengthening meaningful family and community partnerships to assist in providing supports to ensure academic and social success leading to college and career readiness for all students.

The goal of this area is to build an environment in which the school, parents, and the community work together to become partners in the education of children. According to Joyce Epstein in "School, Family and Community Partnerships, Your Handbook for Action," (2009) these partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. But most importantly, strong school, parent, and community partnerships help children succeed in school and in college and careers. Parent involvement, however, must go beyond attendance at parent-teacher conferences and the one-way communication strategy of sending out newsletters. Our goal in this area is to build parent involvement and partnerships to the level of collaboration among all stakeholders to support learning.

Muskegon Heights High School Redesign Activities

Focus	Required Activities	Tools/Methods	Evaluation
A culture of staff learning and self-efficacy	Use rigorous, transparent evaluation systems for teachers and principal	The administration and union have a letter of agreement stating both parties will work toward a resolution agreeable to both parties.	A staff and principal evaluation completed and approved by Nov. 16, 2010
A culture of staff learning and self-efficacy	Provide on-going, high quality, job embedded Professional Development (PD) to ensure that teachers	The Muskegon Area Intermediate School District is implementing a three year assessment	Teachers will have the skills to develop effective informative assessments that

	are equipped to facilitate teaching and learning	<p>training that will include the principal, a teacher/coach, and a cadre of teachers that will expand each year as a new cadre is added. By the end of this program the majority of teachers will have been trained in assessment strategies.</p> <p>Through an overtime model the principal and teachers will learn:</p> <ul style="list-style-type: none"> ● Assessment literacy ● Balanced assessment systems ● Keys to quality assessment ● Formative assessment process ● Classroom grading in a balanced assessment system ● Principal's role in supporting and advancing high quality balanced assessment systems ● Using assessment to adjust instruction ● Common assessments ● Data conversations ● Peer and self-assessment ● Descriptive feedback 	<p>provide staff and students with relevant information.</p> <p>Teachers will work as a team to develop and evaluate formative assessments.</p>
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A culture of staff learning and self-efficacy	Provide on-going, high quality, job embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning	Instructional Coaches will provide leadership in classroom assessment and analysis; research based instructional strategies, and coach teachers in their delivery of instruction.	<p>Research based instructional practices will be implemented in classrooms</p> <p>Lesson design will focus on student mastery</p> <p>Teachers will have the capacity to connect the curriculum, instruction, and assessment in their classrooms.</p>
A culture of staff learning and self-efficacy	Provide on-going, high quality, job embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning	<p>Weekly professional learning community meetings will be held during the teachers' common planning time. Facilitated by the math instructional coach these meetings will focus on:</p> <ul style="list-style-type: none"> • On-going data reflection/analysis • Lesson design • Modeling of lessons/strategies • Analyzing student work/artifacts • Study of best practice research in effective instruction 	<p>Professional learning communities will be the norm for teacher collaboration and interaction. Teachers will provide the leadership in the planning and facilitating of PLCs.</p>
A culture of staff learning and self-efficacy	Provide on-going, high quality, job embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning	Monthly departmental learning walks led by the instructional coach and principal focused on the implementation of the research based instructional strategies.	Teachers and administrators will be able to make informed observations about classroom management, climate, and instruction.

A culture of staff learning and self-efficacy	Implement financial incentives, opportunities for career growth, and more flexible working conditions	The administration and union have a letter of agreement stating both parties will work toward a resolution agreeable to both parties.	A staff and principal evaluation completed and approved by Nov. 16, 2010
A culture of staff learning and self-efficacy	Implement school-wide Response to Intervention (RTI) model	Implementation of a three tiered Response To Intervention plan to provide a systemic approach to meeting the academic, social, and emotional needs of all students.	RTI will be the systemic approach to meeting the academic, social, and emotional needs of all students. Staff will have the capacity to implement and maintain the RTI plan in the classrooms and across the building.
A culture of staff learning and self-efficacy		A Response to Intervention Coach will provide training for staff in the Response to Intervention model, monitor the implementation of the plan, model Response to Intervention strategies in classroom, and coach the principal and staff on effective ways to implement and adjust the Response to Intervention plan	Staff will have the capacity to implement and maintain the RTI plan in the classrooms and across the building.
A culture of staff learning and self-efficacy	Establish schedules to provide increased learning time –using a longer school day, week, or year schedule to		

	significantly increase the total number of school hours to include additional time for teacher collaboration, or PD		
Student re-engagement	Increase graduation rates through credit recovery and other strategies	<p>Students have a variety of opportunities to gain subject mastery and earn credit:</p> <ul style="list-style-type: none"> • After school online learning and mentoring, • Title I Guided Academic classes in math and reading, • Saturday online learning and mentoring, • Summer school academic courses and online learning options. 	<p>Students recovery credits and graduate</p> <p>Students take ownership of their learning</p>
Student re-engagement		<p>Each student has a success advocates who checks in weekly to provide support, encouragement, and help if it is needed. All staff member have approximately five students to support.</p>	<p>The success advocates give each student a positive adult connection every week.</p>
Student re-engagement	Establish early-warning systems to identify student	Camp Ready-Set-Go will provide 10 days of learning experiences to assist incoming ninth graders' transition to the high school	Increased achievement and attendance for ninth graders
Student re-engagement	Establish early-warning systems to identify students at risk of failure or	The Student Intervention Team and the Dropout Prevention Team	Students will receive timely services meeting their academic,

	dropping out	meet weekly to address individual student needs and to determine an action plan for each student	<p>emotional or social needs.</p> <p>Teachers will have effective and timely resources for addressing student needs.</p> <p>The dropout rate will decrease</p> <p>The graduation rate will increase</p>
Student re-engagement		A Dropout Prevention Advocate visits homes and talk with parents/guardians and students about attendance and tardy issues	<p>Daily attendance rates will increase</p> <p>Daily tardy rates will decrease</p>
Student success	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement	Work with the union to reach an amicable agreement so this can be implemented in the 2011 school year	Building leaders and staff are rewarded for increasing student achievement
Student success	Use data to identify and implement instruction programs	PLCs will look at student data, assess its implications for student achievement and determine best practices	Student achievement increases every year in all core content areas
Student success	Continuous use of student data(formative, interim, summative) to inform and differentiate instruction	PLCs in each department will examine student data, assess its meaning, problem solve the results, and make decisions to meet the specific needs of individual students.	Classroom instruction will reflect differentiated instruction meeting the needs of individual students.

			Increased student mastery will result in higher scores in formative and summative assessments in all departments.
Student success	Establish schedules to provide increased learning time – using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities	Students below grade level will receive TWO consecutive hours (Double Dose) of differentiated instruction in ELA and/or math	Increased student graduation rates Increased academic achievement for each student
Student success	Implement research based-best practices	PLC meetings in each department will study, assess, and determine which research based best practices will best meet the needs of their students. Implemented research best practices will be assessed to determine their effectiveness in meeting student needs.	Student engagement increases Student achievement increases
Family and Community Partnerships	Provide on-going mechanisms for family and community engagement	The parent liaison and the school community task force will develop a series of practical sessions for parents over the next three years. The focus will be to help parents establish	Parent participation in the sessions will increase. Parent conference attendance will

		<p>home environments to support their students.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Ways to help students with homework • What skills are required of students in high school courses • How to support your child and help him or her set goals for now and the future • How to monitor what a student is doing in school and ways to talk about school with your child 	<p>increase.</p> <p>Parent participation in school programs and activities will increase.</p>
Family and Community Partnerships		<p>The high school is part of a full Service Community Schools grant developed by the Muskegon Area Intermediate School District.</p> <p>A planning year will lead to the establishment of a Family Resource Center at the high school with two mental health therapists provided by Community Mental Health Dept.</p> <ul style="list-style-type: none"> • This grant will provide funding for one Health Advocate to serve as a liaison to families and students for available health 	<p>Two mental health professionals will work at the high school.</p> <p>The mental health professional will participate in the Student Intervention Team</p> <p>Disciplinary referrals will decrease. Student suspensions will decrease.</p>

		care services. A Family Division Liaison will work with the Family Division Court to assist with needs-driven plans for high risk students and families involved with the courts.	
Operational flexibility and sustained support	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach	The administration and union have a letter of agreement stating both parties will work toward a resolution agreeable to both parties.	A staff and principal evaluation completed and approved by Nov. 16, 2010
Operational flexibility and sustained support	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	The administration and union have a letter of agreement stating both parties will work toward a resolution agreeable to both parties.	A staff and principal evaluation completed and approved by Nov. 16, 2010

1. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

- Data is the cornerstone for all decisions made about instruction and student achievement.
- Focusing on mastery of the curriculum requires a variety of assessment tools to provide the information needed by the departments, the school leadership team, and the administration.
- Weekly professional learning community meetings held by each department focus on examining student data and determining the next steps to support student achievement.
- Attendance and achievement data is reviewed weekly by the building leadership team to determine the effectiveness of current initiatives.
- The data from sub-groups may require that additional resources or changes in instruction will be needed to impact student learning.

- Since data will be examined weekly, student interventions will be instituted immediately and assessed as to their effectiveness.

Suggested Reading:

Fuchs, L.S., & Fuchs, D. (1986) "Effects of formative evaluation: A meta-analysis". *Exceptional Children*

Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

- The key sources of data will be classroom assessments done on a weekly basis. This data will be reviewed at the professional learning community meetings in each department.
- The instructional coaches will review data and collectively look for common issues across content areas, and recommend adjustments to the curriculum, instruction, and/or assessment.
- Teachers will be expected to provide students with timely feedback and engage students in reflecting on their own data. Students will be trained in charting their results so they can determine their own rate of success and take an increased role in their learning.
- The principal will use newsletters, parent meetings, public presentations, and other web-based resources to keep parents and the community informed on a regular basis about the school's focus, goals, and student progress.

Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

- On-going/"in flight" corrections will be made in order to adjust our instructional delivery as needed.
- Due to consistent monitoring, recommended changes will be implemented in a timely manner.
- The weekly departmental professional learning community meetings will provide the opportunity to make "in flight" instructional corrections.

Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional

development plan in place, describe the process and timeline for completing a professional development plan.

Professional development at Muskegon Heights High School is determined by examining student achievement data for areas that indicate the need for training in certain content areas or specific instructional strategies. Due to our turnaround status, professional development is also intended to increase teachers' skill levels and build capacity for improving instruction and sustainability.

The staff is asked to identify their needs based on survey data and information gathered from the department meetings and from the School Leadership Team. In addition to staff survey data, professional development needs are identified through: formal and informal walk-throughs, lesson plans, formal/informal observations, data reviews, and PLCs.

The professional development task force uses this data to make recommendations to the School Leadership Team for specific types of job-embedded, over time staff development. These recommendations are then included in the high school's school improvement plan to demonstrate a clear connection between the school improvement goals and the staff development needed to achieve the goals identified.

The steps below outline the components in the staff development process:

- The high school's professional development task force provides leadership in planning, organizing, and evaluating the effectiveness of the professional development provided to staff. They are also charged with making sure that all professional development aligns with the building school improvement plan.
- The focus of ALL professional development is on improving student learning.
- The chair of the professional development team task force sits on the school leadership team which has overall responsibility for the implementation and evaluation of the school improvement plan.
- Resources are provided for the identified professional development through Title I funds.
- Additional professional development trainings are provided based on the latest research and best practices in instructional strategies, common assessments, and literacy skills.
- The Muskegon Area Intermediate School District staff work with the leadership coach and the professional development task force to find the best resources for leading, coaching, and facilitating long term job embedded staff development.

- In collaboration with the parent council and the school leadership team, parent trainings focus on helping students succeed have been developed.
2. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.
 - Mrs. Kathryn Curry, Muskegon High School Principal, 75%
 - David Neifer, Project Coordinator, 100%
 - Mrs. Ann Lars, Executive Director of Instruction, 30%
 3. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Muskegon Area Intermediate School District (MAISD)

- The MAISD will provide expertise in planning professional development, assist with problem solving, recommend research based materials and resources, commit to supporting the work of the building coaches, and assist the building leadership and staff in keeping the focus on improving student achievement.
- The MAISD has been working closely with the high school and has already assisted in identifying areas of focus and strategies to meet those focus areas.
- The MAISD will work with the principal and project coordinator to determine an on-going process for evaluating student achievement and the other procedures and strategies that are implemented.
- Pam Varga will serve as our direct contact with the MAISD and she is very familiar with the needs of the high school and has already been involved in process mentoring, Title I, professional development, and on-going leadership support

The Michigan Principals Fellowship

- The high school has been involved with the Michigan Principals Fellowship for the past four years.
- They have provided on-going support to the principal, leadership coach, and a teacher team.
- Training, resources, and opportunities to work as a building team have been helpful in working toward a cohesive instructional program at the high school. Specific areas of support have included:
 - Identifying effective organizational structures that support improved student achievement
 - Learning about the change process and its impact on students, staff and families

- Planning for systemic long-term improvements
- Emplacing effective and efficient school organization
- Trainings in instructional coherence, use of data, assessment, research best practices, team building, and the use of protocols

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

				Polices/ Practice
	<ul style="list-style-type: none"> • leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p style="text-align: center;">*</p> <p style="text-align: center;">New Principal</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	
	Job-Embedded Professional Development			
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
	• Schedule	*		
	• Length	*		
	• Financing	*		
	• Instructors		*	
	• Evaluation		*	
	• Mentoring	*		

Budgeting			
School funding allocations to major spending categories <ul style="list-style-type: none"> • School staff input on allocation 		*	
• Approval of allocation		*	
• Change of allocation midyear			
Major contracts for goods and services <ul style="list-style-type: none"> • Approval process streamlined 		*	
• Restrictions (e.g., amounts, vendors)	*		
• Legal clarifications	*		
• Process		*	
• Stipulations (e.g., targeted vs. unrestricted spending)	*		
• Timeline	*		
• Points of contact	*		
Auditing of school financial practices Process	*		
• Consequences	*		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998